FOREIGN LANGUAGES CONFERENCE 2014

“FOREIGN LANGUAGES: LESSONS FROM THE PAST, INNOVATIONS FOR THE FUTURE”

NDERE CENTRE

20th - 22nd August 2014  
Kampala - Uganda
Value your Health...

Splash
PURE FRUIT JUICE
Mango
1 Litre

Pure Ugandan Juice
## FOREIGN LANGUAGES CONFERENCE 2014

**“FOREIGN LANGUAGES: LESSONS FROM THE PAST, INNOVATIONS FOR THE FUTURE”**

### 20TH - 22ND AUGUST 2014

**WEDNESDAY 20TH AUGUST 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00-9.00am</td>
<td>Registration</td>
</tr>
<tr>
<td>9.00-10.00am</td>
<td><strong>Official Opening Ceremony</strong></td>
</tr>
<tr>
<td></td>
<td>Entertainment</td>
</tr>
<tr>
<td></td>
<td>Introductory Remarks - Chair, DEOL</td>
</tr>
<tr>
<td></td>
<td>VC to be Invited by Principal CHUSS</td>
</tr>
<tr>
<td></td>
<td>Welcoming Remarks - Vice Chancellor</td>
</tr>
<tr>
<td></td>
<td>Opening Remarks - Ambassador of France</td>
</tr>
<tr>
<td></td>
<td>- Ambassador of Germany</td>
</tr>
<tr>
<td></td>
<td>- The Royal Saudi Arabian Embassy</td>
</tr>
<tr>
<td></td>
<td>- Minister of Foreign Affairs</td>
</tr>
<tr>
<td></td>
<td>Opening Speech - Foreign Language Teaching at Makerere: A Historical Perspective (Prof. Manuel Muranga, Vice Chancellor Kabale University, Former Director Makerere Institute of Languages and worked as Professor in German Studies)</td>
</tr>
<tr>
<td></td>
<td>Vote of thanks - Dean SLLC</td>
</tr>
<tr>
<td>10.30-11.00</td>
<td>Conference Group Photograph</td>
</tr>
<tr>
<td>11.00-12.30</td>
<td>Coffee/Tea Break</td>
</tr>
<tr>
<td></td>
<td><strong>Multi- Lingualism and Multi- Culturalism - Plenary A</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chair of Session</strong> : Prof. Nyanzi Steven, Department of Environmental Chemistry, College of Natural Sciences, Makerere University</td>
</tr>
<tr>
<td></td>
<td>Multiculturalism and Multilingualism in foreign languages.</td>
</tr>
<tr>
<td></td>
<td>Dr. Charlotte Mafumbo, Lecturer, Department of History &amp; Archaeology, SLPA, Makerere University.</td>
</tr>
<tr>
<td></td>
<td>Ms Angela male &amp; Jackson Sekiziyivu</td>
</tr>
<tr>
<td></td>
<td>Evaluation and appraisal through the language of football commentaries: A case of mixed messages and player names in the top European leagues as broadcast over local fm radio stations in Uganda.</td>
</tr>
<tr>
<td></td>
<td>Dr. Merit Kabugo, DLEC, School of LLC, Makerere University.</td>
</tr>
<tr>
<td></td>
<td>De-colonisation or Re-colonisation? The continued use of English as a lingua franca in a post independent multi-lingual society: A case of Zimbabwe.</td>
</tr>
<tr>
<td></td>
<td>Prof. Enna Sukutai and Prof. Gudhlanga, Dept. of Media &amp; Journ. and Dept of Langs. Zimbabwe Open University</td>
</tr>
<tr>
<td></td>
<td>Civilization of cultural linguistics communication through translation, a case study of Arabic Languages,</td>
</tr>
<tr>
<td></td>
<td>Dr. Idris Muhamad Osman Visiting Lecturer, Arabic, DEOL, Makerere University.</td>
</tr>
<tr>
<td>12.30-13h00</td>
<td>Discussion</td>
</tr>
<tr>
<td>13.00 – 14.30</td>
<td>Lunch Break</td>
</tr>
</tbody>
</table>
14.30-16.30  Round Table I: Teaching Foreign Languages in Institutions of higher learning

Chair of Session: Dr. Robinah Kyeyune, Senior lecturer, Department of Language Education. College of Education and external studies, Makerere University

The Pedagogy of Intercultural Communication through the Teaching of French as a Foreign Language FLE in Kenya

Mwakundia M.Chrispus, Mombasa University of Technology, Mombasa.
A lexical and morphological analysis of students’ written work in Higher Foreign language Education: The case of French Beginners at Makerere University.

Dr. Enoch Sebuyungo, Lecturer French and Linguistics, DEOL, Makerere University.
Translation as a Pedagogic Tool for Learning and Teaching French as a Foreign Language: Makerere University.

Ms. Agatha Tumwine-Magezi, Asst. Lecturer, DEOL, Makerere University.
Teaching of Foreign Languages in Higher Institutions of Learning

Ms. Bbale Marie-Gorretti, lecturer, Inst. of Languages, Dept of French, Kabale University.

Analyzing the relevance of the Curriculum of Language for Specific Purposes: A case study of French for Tourism in Makerere University.

Ms. Sarah Kawungezi, Asst. Lecturer, DEOL, Makerere University
Literacy constraints on fluency in French at university level in Uganda.


16.30-1730  Tea served at Workshop on Methodologies
Facilitated by Alliance Francaise de Kampala
(Tea Provided by Britannia)

18.00 – 21.00 Tour of Makerere University and Guests’ Cocktail at the Senior Common Room

THURSDAY 21st AUGUST 2014

TIME ACTIVITY
9.00-10.00 Multi- Lingualism and Multi- Culturalism: Plenary B

Chair of Session: Dr. Wagaba William Coordinator German Studies, Department of European Oriental Languages, Makerere University

The French Flair in Ugandan Branding: A successful “affaire” or failed “affair”?
Dr. Edith Natukunda-Togboa, Senior Lecturer, HOD, DEOL, Makerere University.

Teaching gender: How Teaching Foreign Students Can Lead to Questioning Ones Cultural Identity.
Bertrand Joel, Free lance Development Consultant
Assessing Intercultural Competences among students at University level: The case of Adult Beginners at Makerere University.

Wandera Samuel: Assistant Lecturer, DEOL, Makerere University.
An Overview of Diplomas in French Language according to the Language Policy of the Council of Europe
“Foreign Languages: Lesson from the Past, Innovations for the Future”

Mme. Moully Marie: Visiting Lecturer, DEOL, Makerere University, Examiner for DELF, DALF, TCF and DFP, CIEP and CCIP exams
10.00-10.30 Discussion
10.30-11.00 Coffee/Tea Break
11.00-12.30 Plenary: Translation and Interpretation of Foreign Languages
Chair: Dr. Levis Mugumya, Department of Linguistics, English Studies and Communication Skills
Translation and Interpretation of Foreign Languages: An endangered profession? The case of French
Ms. Kalanzi Edith, Bilingual Administrator, Translator
Tracing fidelity to the Discursive Field and Idiomatic Accuracy in Translation: A Transcultural Perspective
Dr. Natukunda-Togboa Edith, Senior Lecturer, HOD DEOL, Makerere University.
Translation, Interpretation and conflict.
Ms. Nanfuka-Mbalule Margaret, Assistant Lecturer, German, DEOL, Makerere University.
Authenticity of translated texts; the case of Ebikemo by’ Owoluganda Yero (The Trials of Brother Jero by Wole Soyinka), Omugole (The Bride by Austin Bukenya) and Nantameigwa (Antigone by Sophocles).
Wambi Gulere Cornelius, Language Consultant, Author, Executive Director, Gulere Educational Foundation.
Animal Farm across Cultures: Challenges of Translating Aspects of Culture
Ssettuba Isaac, Freelance Development Consultant, Translator/Conference Interpreter, Author and Social Science Researcher
12.30-13.00 Discussion
13.00-14.30 Lunch break
14.30-16.30 Round Table II: Foreign Language, Indigenous Language and National Development
Chair: Mrs Connie Kateeba, Director, National Curriculum Development Centre, Uganda
Improving Literacy Using Foreign Languages: Perspectives from the Bilingual Book Project.
Assoc. Prof. Aaron Mushenyezi, Dean SLLC, C.H.U.S.S, Makerere University.
The place and impact of Arabic language in Africa – The past and present
Prof. Qadrimari Mohammed H.N., Dean of Graduate studies – International University of Africa – Khartoum – Sudan
Prof. Ndolerire Oswald, Professor of Linguistics & French, Director Confucius Institute at Makerere
Using foreign-local languages: An examination of the effects of using non-native languages in the promotion of development in a multi-lingual country, a case of Zimbabwe.
Prof. Enna Sukutai and Prof. Chipo Chirimuuta
European Linguistic Imperialism and the dilemma facing Africa’s Language Policy-makers.
Prof. Wesana Chomi E., Insitute of Languages, Kabale University.
16.30-17.30 Tea served at Workshop of Methodologies
Facilitated by Goethe Zentrum in Kampala
(Tea Provided by Britannia)
FRIDAY 22\textsuperscript{nd} AUGUST 2014

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>
| 9.00- 10.00 | Plenary: **Information Communication Technology (ICT) in Teaching and Learning of Foreign Languages**  
Chair: Dr. Peter Nabende, Ag Head of Information Systems Department, researcher who has widely employed ICTs and Bayesian networks in languages  
Information Communication Technology (ICT) in the teaching and learning of Languages in Uganda: Situation analysis in higher institutions of higher learning.  
**Dr. Katushemererwe Fredah, Lecturer**, DLEC, Makerere University.  
How to integrate ICT in the language class  
**Ms. Growas Sarah**, Specialist in Digital Technologies, Coordinator Digital Projects of Alliance Francaise of Paris and Ile-de-France.  
Integration of internet based materials in foreign language teaching at tertiary level.  
**By Mr. Ssali Ebraheem**, Asst Lecturer, Arabic, DEOL, Makerere University.  
|
| 10.00-10.30 | Q&A Discussion |
| 10.30-11.00 | Coffee/Tea Break |

**Chair of Session**: Dr. Susan Muwanga, Head of Dept Political Science, College of Humanities and Social Sciences  
11.00-12.00 **Mini Forum I** with Discussion: **Attitude and perception in learning foreign languages**  
Presenters: **Ms. Namukwaya K. Harriet** Factors Determining Text Value in a Foreign Language Class, Lecturer DEOL on Study Leave, Ph D candidate University of Alberta, Canada  
**Dr. Wagaba William**: Texts as ‘meeting points’ for Intercultural Dialogues: Experiences with selected texts in German Classes, Lecturer German, DEOL, Makerere University.  
**Mr. Musumba M. S. Paul**: Language influence in society, Former Part-time Lecturer DEOL, French Teacher Kings’ College Buddo  
**Ms. Yap Sandra**: Trends in the Teaching of Western Foreign Languages: The case of Thai young adults’ interesting German language and culture, Graduate Student, Thailand.
12.00-13.00 Mini Forum III with Discussion: **Foreign Language, Regional Integration and International Business : Chair as Above Session - Dr. Susan Muwanga**

**Presenters:**
- **Mr. Kagamba Julius Singoma:** Foreign Languages and International Business, Foreign Affairs Officer, Min of Foreign Affairs and African Union.
- **Mr. Banzi Phillippe:** Regional Integration or Disintegration: Foreign languages, conflict and globalization, Lecturer Peace & Conflict Studies, Makerere University.
- **Dr. Sebuyungo Enoch:** The translation of foreign languages: Removing Language Barriers To Promote Regional Cooperation and Understanding, Lecturer DEOL, Conference Interp/Translator.

13.00-14.30 **Lunch break**

14.30-15.00 **Evaluation** - **Conference Rapporteur- Mr Rwabu Davies and Deputy, Doreen Mirembe**

15.00-17.00 **Concluding Forum & Closing Ceremony**

  *Chair: Dr. Edith Natukunda-Togboa, HOD, DEOL*

  - Conclusion and Recommendations **Conf. Rapporteur – Mr. Rwabu Davies**
  - Thanks and appreciation – Principal CHUSS
  - Official Closing Remarks- Minister of Education
  - **Refreshments (Provided by Britannia)**
  - **Entertainment**
FOREIGN LANGUAGES CONFERENCE 2014

“FOREIGN LANGUAGES: LESSONS FROM THE PAST, INNOVATIONS FOR THE FUTURE”
Foreign Languages: Our Tool for Innovation

It gives me great honour and indeed pleasure to welcome you all to the First International Foreign Languages Conference 2014 hosted by Makerere University. This conference brings back memories of Makerere University’s first significant international gathering; The First Makerere African Writers Conference 1962. The conference which was a milestone in African literature attracted a number of African writers such as Chinua Achebe and Wole Soyinka who would eventually become internationally famous. This Conference also helped spread the institution’s reputation beyond East Africa.

As the leading institution in the region, Makerere University is passionate about innovation. Through Knowledge Transfer Partnerships and Networking, we are keen to use every opportunity made available to us to embrace new frontiers of innovation. With the advent of the First Foreign Languages Conference 2014 at Makerere, we are presented with an opportunity, through languages and culture, to forge more partnerships with institutions and nations alike; and thereby enhance our research and innovations. In a world that is increasingly becoming a global village, the need to embrace multiculturality cannot be overemphasized, and languages are our perfect gateway to explore and appreciate different cultures. Multilingualism will undoubtedly also give our students and staff an edge in this fast-changing society, especially as we continue to establish it as part of our own culture.

The East African Community’s amalgamation processes are daily continuing to break down social, economic and territorial borders. Makerere University could therefore not have chosen a better time than the present to use the Foreign Languages platform to reflect on lessons from the past and think of innovations for the future.

It is therefore my sincere hope that First Foreign Languages Conference 2014 will provide us with a platform to network and share experiences from our past and innovate for National Development and International Business as We Build for the Future.

Vice Chancellor

Makerere University
Welcome Remarks

As Dean to the School of Languages, Literature and Communication, it gives me great pleasure to welcome you our visitors and participants to the Jubilee Conference of Foreign Languages in Makerere University. As we mark our 50 years of the teaching and learning of this discipline in this pioneer university in the region, we are looking back and reflecting on how much we have “Built for the Future” as our moto says. This is why we chose a title that helps us to assess our “Foreign Languages: Lessons From The Past, Innovations For The Future”.

Whether you are a language practitioner or contribution a teacher, or a policy maker, or researcher, or a scholar with related subjects, your keen interest in this conference will come to bear fruits. You will increase the exchange of ideas and the shaping the future of language learners and users. You will help us to model the language class we want, not only for those taking languages now, but even the generations to come.

With your dynamic participation, I believe that we will build a solid foundation for language enthusiasts and we will improve the current state of affairs of Foreign Language usage and application going beyond our space and our times.

I wish you a happy multicultural stay in our Conference and very fruitful deliberations.

Assosc. Prof. Aaron Mushengyezi,

Dean School of Languages Literature & Communication.
The Goethe-Zentrum Kampala is an apolitical and non-profit organisation (cultural society) based in Kampala. It is a cooperation partner of the Goethe-Institut that yearly supports the projects of the cultural society with financial help.

Our core tasks consist in the promotion of German-Ugandan relationships and in the building of a platform for the intercultural dialogue in Kampala and with other African countries. We seek this by offering cultural events and German classes.

An extensive yearly language course program enables Ugandans and other interested people to learn German as a foreign language in Kampala. We are also giving language courses in Luganda, Kiswahili and English and offer translation works.

**Language Courses at GZK/UGCS:**

We offer regular and intensive courses as well as private inside or outside of GZK/UGCS.

Next Term: 19th September - 11th December 2014

<table>
<thead>
<tr>
<th>Levels</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prices</td>
<td>Regular courses 230.000,- UGX (incl. textbook with CD)</td>
<td>Intensive courses 410.000,- UGS (incl. textbook with CD)</td>
<td>Private classes 30.000,- UGX (inside GZK/UGCS) 60.000,- UGX (outside of GZK/UGCS)</td>
</tr>
</tbody>
</table>

For more information please visit our website or contact us directly.

www.goethe.de/kampala info@goethezentrumkampala.org +256 (0)794 303 703
ABSTRACTS
COMPILED ACCORDING TO THE
CONFERENCE PROGRAMME
Title: Multiculturalism and Multilingualism in Foreign Languages

Dr. Charlotte Karungi Mafumbo is a Lecturer at the Department of History Makerere and Archeology, Consultant at World Learning School of International Training. She is Ugandan national, obtained her PhD from the University of Cape Town, South Africa. Her research investigates why states adopt interventionist foreign policies. Ms. Mafumbo has analyzed Uganda’s interventions in three of its neighboring states: Rwanda, Burundi, and the Democratic Republic of Congo. She also holds an MA in international studies from the University of Sydney, Australia; a postgraduate certificate in gender and conflict studies from Hannover University, Germany; a postgraduate diploma in social conditions and policies from Copenhagen University; and a BA of history and international organization from Makerere University in Kampala.

This paper discusses the approaches of teaching foreign language in a multicultural program: a case study of teaching Americans luganda language and Buganda culture. The paper is divided into three parts, the first part describes the competence based curriculum, the second part evaluates the students’ performance and the third part looks at the overall grading, giving marks by the teacher and students evaluation. It will also share experiences of creative teaching and ideas about creativity that reflect the multiple cultural and professional settings of students.
Evaluation is the expression of a speaker’s opinions, feelings or assessments of people, events and objects. Its manifestations in discourse reflect the value systems of the speaker and of his/her community, thus constructing relationships between the speaker, subject matter and listener. On the other hand, mixed messages are instances where two or more modes of communication (e.g. what is said versus tone of voice) are in conflict. In this paper, mixed messages encompass instances where there are multiple interpretations of interpersonal meanings, actions or attitudes in interaction that are ostensibly incongruous or generate a sense of interpretive dissonance in some way. Such phenomena can be analysed as social actions or practices, such as banter, teasing, jocular mockery, jocular abuse, ritual insults, sarcasm and the like, or as interpersonal evaluations, such as mock or insincere politeness.

These mixed interpersonal messages can have numerous functions:- to reinforce solidarity, cloak oppressive intent, mask and make more palatable ‘true’ feelings, or even to amuse and entertain. They can be oriented to building, maintaining and even challenging both identity and interpersonal relationships in discourse and interaction. This paper explores the ways in which such mixed interpersonal messages are generated and understood in radio broadcasts of European league football commentaries in Uganda. European football has over the last ten years become an integral part of the way of life of several Ugandans in terms of their social, political, economic and religious existence. It is a source of livelihood for several people in the betting industry, beer and leisure industry, pay-tv industry, etc. Its conspicuous time-slot allocation on several FM radio stations in the country cannot be ignored in any social and/or academic debate. Hence this paper looks at the widespread media coverage of European football in Uganda to discuss the nexus between evaluation and mixed messages in interactive discourse.
Title: De-colonisation or re-colonisation? The continued use of English as a lingua franca in a post independent multi-lingual society: A case of Zimbabwe.

Assoc. Prof. Enna Sukutai Gudhlanga: Well experienced Lecturer and National Programme Leader, Department of Languages and Media Studies, Zimbabwe Open University (ZOU), P.O. Box MP1119, Mt Pleasant, Harare, Zimbabwe. Tel: +263-772382376 or +263-735932001.

And Assoc. Prof. Chipo Chirimuuta: Zimbabwe Open University, Department Of Media And Journalism Studies, Box Mp1119, Mt Pleasant, Harare, Zimbabwe.

The African continent of the 21st century is engaged in a process of decolonisation and nation-building as a way of asserting its independence from former imperial powers. This decolonisation process also includes the elevation of indigenous languages that are spoken by the majority of the African people to official status in African countries so as to compete for space in politics and economics not only as forms of identity but also as the language of business. In 1982 Ministers of Education in Africa met in Harare, Zimbabwe to discuss the use of African languages as languages of education. However several years later this has not materialised, English is still elevated to official status in most African countries; it is also still the medium of instruction in education, the language of politics and business. It is against this background that the present research questions the rationale of using a foreign language like English among the Zimbabwean populace and gauges their perceptions of the continued use of English as the language par excellence when the country attained independence from its colonial masters 34 years ago. The paper intends to elucidate if there is a discrepancy between what the general populace believe about the teaching and learning of a foreign language like English and what is understood by policy makers as exhibited by the ministers of education in 1982. It is hoped the paper will bring to the fore whether the general populace is for the promotion of indigenous languages to official status at the expense of foreign languages like English. Besides, the findings might also go a long way in informing government policy on the status of foreign languages in the country’s future language policy.
Title: Civilization of Cultural Linguistics Communication through Translation

DR. IDRIS MOHAMED OSMAN Eritrean national holding a PhD Degree in Arabic Language studies from Islamic University In Uganda, a Master’s Degree in Arabic Language and Islamic Studies, and a Bachelor of Arts Degree(upper second Honours) in Arabic Language and Islamic studies from Islamic Call College, Tripoli, Libya.

He has worked as a researcher in the Academic Research Centre in Tripoli and has taught Arabic Language at Makerere University for six years (2006-2013).

A Case study of Arabic Language

Translation is one of the most important mechanisms of communication in the cultural building in general, And through the translation we can weave a global dialogue through the production of books translated from Arabic and the languages in the world of overlapping ideologies and values, It is not easy for any language where we can push out to the yard and face unequal with other languages dominate the fray cultural and technological knowledge and acceptance of the other, or face another rival, with the objective of facing on cultural specificity, From this point we can ask an important question and that is: How can we overlap to make a civilized quality through a translation that amount the nation to the level of urbanization mixture executable to communicate with each other? In light of this conceptual framework descend upon our vision of this research, which addresses the issue of cultural communication language through a translation.

We shall address the issues of this research in the following points:

- The importance of translation from the Arabic language or to it.

- Substrates mechanisms translation.

- Translation and cultural interaction.

- The contributions of the Arabic language in the civilized cultural communication through translation. - Future generations in the knowledge communication through translation.
The purpose of this paper is to give a general overview about the role of foreign cultures in the teaching of foreign languages in a continuously globalizing world. We shall therefore seek to discuss methods and techniques we consider appropriate in our context of an English-speaking country, Kenya. The main aim being to make suggestions aimed at reaching for appropriate remedies in the area of developing new materials for language teaching. It is evident that a majority of teachers of foreign languages teach a culture to which they were not personally exposed, that is to say, they teach an imaginary concept. Training in intercultural communication lacks in the teacher-training curricula of foreign language teachers and future teachers. Yet it is necessary for the teachers to acquire themselves intercultural competency before they can inculcate it in their learners. In our case, the course book “Parlons Français”, for example, developed in the year 1994, has not yet been revised in order to keep pace with the changes brought about by globalization of markets and human relationships. It is around 20 years now since it was developed and it is high time it is revised accordingly. The principal aim of this paper about foreign language teaching is to make the learner acquire what Geneviève Zarate [1994] calls the “interpretive skill” of cultural and civilization issues.
Title: A Lexical and Morphological Analysis of Students Written Work in Foreign Language in Higher Education: The Case of Beginners French at Makerere University

Dr Enoch D. Sebuyungo holds a B.A., a Post Graduate Diploma in Education and an M.A. from Makerere University. He also obtained an M.A. (Linguistics) from the Université de Rouen as well as a Ph.D (Linguistics) from the Université de Poitiers, both in France. In addition to teaching French and Linguistics, Dr Sebuyungo has research interests in language translation and foreign language teaching/learning.

French is one of the foreign languages that is officially taught as a subject in Ugandan secondary schools as well as some tertiary institutions due to its importance as one of the official languages of the UN as well as the AU. The teaching of French to Ugandans therefore helps to equip a workforce capable of communicating not only at international fora but also with Uganda’s francophone neighbours and most notably the DRC in the framework of regional cooperation. This study proposes to investigate the teaching and learning of French at Makerere University with a special focus on the French for Beginners Programme. If graduates who have studied French are to use it in the work place effectively, they need to master it. Adequate use of grammar in oral and written communication is of paramount importance. Is this objective being achieved? Are graduates of French B able to use its written form effectively? Are there ways and means by which they can be aided to improve their proficiency? These are the questions that underpin this study.

Anchored in the Error Analysis theoretical framework, the investigation focused on lexical and morphological gaps amongst Final Year Beginners to determine the possible causes and propose strategies to improve French language mastery. The lexical and morphological gaps were examined according to interlingual and intralingual factors. The results demonstrated that these could be put in 4 sub-categories: first language interference (mother tongue), second language interference (English), intralingual interference (French) and multiple interferences (a combination of some or all of the aforementioned factors). The interplay of these factors on foreign language learning is crucial and this investigation points out how these should be take into account in the teaching-learning process to improve foreign language mastery for more effective communication.
Title: Translation as a Pedagogic Tool for Learning and Teaching of French as a Foreign Language: A case study of Makerere University

Agatha Tumwine-Magezi: M.A (FLE) University Of Rouen, Postgraduate Dip .University of Rouen, BA (Arts) - MUK, Dip. Educ –ITEK –KYU Assistant Lecturer in French, Department Of European and Oriental Languages, School of Languages, Literature and Communication, Makerere University. Special skills in research activities, translation and interpretation (French-English), translation (Kinyarwanda/Rufumbira- English, Rukiga-English).

Over the years, various methods of teaching and learning of French as a foreign language have evolved ranging from translation methods through audio visual methodologies to the action based approach of teaching and learning the French language. Translation has been used as one of the pedagogic tools in the teaching and learning process of the French language especially with the Beginner classes of French language with the students making constant use and reference to the dictionary. The purpose of the paper therefore, is to find out to what extent is Translation used as a pedagogic tool in the learning and teaching of French as a foreign language at Makerere University and more especially the Beginner classes of French. The outcomes of this paper shall propose recommendations on how best can translation be used as a pedagogic tool in the learning and teaching of French and how best it can be integrated with other methodologies for the successful acquisition of linguistic competences with emphasis put on Beginner learners of French at Makerere University.

Key words: Translation, pedagogic tool, foreign language, foreign language teaching, foreign language teaching
In Uganda the common foreign languages taught in school or colleges include: English, French, Kiswahili, German, Arabic. It is important to note that foreign language teaching in Uganda has existed for many centuries and one can’t deny that these foreign languages are very important in our society today more than ever before.

A part from English, French and Kiswahili the other foreign languages are not common in Ugandan primary schools. More schools start teaching these language at secondary school level where a language or two become compulsory for the first two years S1 and S 2 and then at senior 3 the student may choose to continue with either of the two languages or drop them altogether.

The case of many Ugandans is that the majority drop off these languages and only a small fraction of the student body continues learning foreign languages at higher levels. The most common languages at this point are French, Kiswahili and German in their order of numbers of students in higher institutions of learning. These numbers remain very low and the challenges that have always been cited include:

Complaints from students that the new language is difficult.

mother tongue and L1 interference ie borrowing, codeswitching

lack of Sensitization on importance of these languages and also lack of native language skills that serve as the foundation for learning foreign languages

lack of varied, innovative teaching materials in the different foreign languages used during training of language teachers or in their classrooms

lack of emphasis on educational language policies, educational development goals and educational reforms to match today’s needs (computer era, regional integration)

lack of educational language policies

If the above challenges are addressed with the attention they deserve I believe the situation would change positively.
Title: Foreign language teaching in Higher institutions of learning: A case study of French language in Uganda

Dr. Victoria Namuruho Bakurumpagi is a Lecturer of French at Kyambogo University (1988-to date), Coordinator of the French section, Researcher and Translator. She holds a Phd. in French Pedagogy, Limoges University, France.

Whereas Kenya has already understood the competitive advantages which come with the learning of foreign languages such as French, Spanish, Arabic and Chinese, Uganda is not even ranked among the 14 African countries classified by the International organisation of Francophone countries as having embraced the teaching and learning of French both at Secondary school and Higher institutions of learning (47,500 learners in secondary, 2,500 in seven Universities in Kenya in 2013). Even Tanzania is doing better. In this paper, I intend to explore the reasons why the French language is not rapidly taking root in Ugandan universities despite 50 years of presence. I will attempt to answer the following questions:

- How many public, private universities and tertiary institutions teach French in Uganda and how many students do they currently have?

- Why do the numbers of learners choosing to study French in Ugandan Universities so low?

- What can be done at institutional level to reverse this trend?

- What is the proficiency level of these learners by the time they graduate?

- Is the French learning relevant to the needs of the job market?

To explore the above aspects, a sample of six institutions of Higher learning both public and private will be selected. A questionnaire will be prepared and distributed to lecturers, students and administrators. The data collected will be analysed quantitatively and the findings reported. It is hoped that the recommendations of this study will help to revive the teaching of French in Uganda tertiary institutions so that Ugandans can compete favourably with Kenyans and Tanzanians in job and business opportunities which are a result of globalisation trends and the integration of East African states.
We are living in a global village where technology is evolving in all domains and many new things are coming on board while others are deemed to be old fashioned and therefore ought to be discarded. Tourism is one of the fastest growing industries in the region. Uganda and other countries in the East African Community harbour many unique flora and fauna resources that attract many tourists; Anglophone, francophone, etc and this means that the curriculum needs to be revised in order to meet the growing tourism demands on the market, most importantly in the area of communication. If our students are to compete favourably in a region where there is job mobility and where Francophone visitors occupy a dominant space, they need to have mastery of French for tourism so that they can secure the existing jobs or even create new ones!

The study therefore shall fulfill the following Objectives:

- Carry out a tracer study on the products of French in the tourism sector to find out whether they are relevant wherever they are employed.

- Assess the utility of the curriculum of French for Tourism. This will help the universities to design the best curriculum that suits the growing demands in the tourism sector so that in the end the university products can compete better both at regional and international level.

- Assess the need for additional training in French for Specific Purposes where necessary.
Title: Literacy constraints on fluency in French at university level in Uganda

Dr Titus OGAVU is a Senior Lecturer in the Department of Languages and Communication at Kyambogo University, Kampala, Uganda. He teaches French as a foreign language, Francophone Literature and Research Methods.

In Uganda, French is taught as a foreign language since the main and official language used in the country is English. The pedagogy of teaching French like any other language aims at transmitting the basic language skills (listening, speaking, reading and writing) to learners. Reading and writing in French language learning are key elements for developing literacy. Literacy complements listening and speaking skills in language learning for attainment of fluency. In the context of literacy and for the purpose of this presentation, we take the Oxford University Press (2014) definition of fluency as the ability to speak or write a particular foreign language easily and accurately. Literacy in French as a foreign language in the higher institutions of learning Uganda is at different levels: advanced, intermediate and beginners; equivalent of C1&C2, B1&B2 and A1&A2 respectively in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001). The programmes for the three levels are designed with the objectives of preparing students who are fluent in the language at the different stages by the end of their courses. It’s worth noting that research has showed that most learners of French in the institutions of learning Uganda have a low reading culture in the language as there are hardly any reading materials that can turn them into good readers and writers (Ogavu, 2013). Moreover, developing literacy in a language enhances learners’ ability to acquire knowledge that can enrich the rest of their basic language skills. Acquisition of reading and writing skills in the process of learning foreign languages at the university level boosts the students’ ability to do wide research and write for publication.
Title: The French Flair in Ugandan Branding: A successful “affaire” or failed affair?

Dr. Natukunda-Togboa Edith Ruth R. is a Senior Lecturer in French Studies, Head of Department of European & Oriental Languages (DEOL) Makerere University and a senior language consultant in editing, translation and interpretation. Her research areas of interest include Gender and Development, Peace and conflict critical discourse analysis, Translation and Interpretation.

Successful branding and marketing is based on creating a place in the customer’s mind and owning it. A successful product, service, business or organization is undoubtedly perceived as unique. The paper therefore sets out to investigate: what is it that the French flair in Ugandan branding brings to the psyche of Ugandan customers and how does French help in creating a memorable and distinguished identity for businesses in Uganda? The questions this paper is trying to investigate is whether French or the French flair in Ugandan branding increases the perceived value of a brand name. Is the French language associated with added recognition or stronger emotional or mental associations? Is there added loyalty of the Francophones or francophiles to products or services that carry a brand name in French or with a French flair?

In conformity with the principles of successful branding, the paper intends to confirm or refute whether French or the French flair attracts more attention, is easy to recognize, and suggests cross-border marketing or usage up to the Francophone region. It will explore whether it projects an international image, with a stand out effect in the neighbourhood of other brands in English. It will ascertain whether the language creates an added cultural awareness that rides on the French global reputation, eliciting higher intellectual connotation of designer quality. In short, the paper will examine whether using French becomes part of creating a successful “signage” or identity that is unique or a failed sophistication that is socially misplaced.

Key words: French flair, successful branding/ signage, cultural awareness, francophone identity
Abstract Title: Teaching Gender: How Teaching Foreign Students Can Lead To Questioning One’s Cultural Identity

M. Joel Bertrand studied at University of Provence and lives in Aix-en-Provence, France. He is a retired lecturer of Makerere and Ahmadu Bello University Zaria - Nigeria. Former Director of Bujumbura and Lagos French Cultural Centres. Ssalongo Joel Bertrand was in the past a Lecturer in French, with his wife Nalongo Genevieve Bertrand, at Makerere University and Cultural Attache at the French Embassy in Uganda. Presently he is a development consultant, board member of Groupe Initiatives Afrique.

The paper is inspired by the questions that the learners were posing in the language class of French about the gender of nouns. How to know whether a noun is masculine or feminine? The questions posed by the students set in motion a reflection and an analysis of the language itself.

- Does the notion of the masculine and the feminine make sense?
- The reality of the language, doesn’t it point towards a language with noun classes, just like is the case with the Bantu languages? So why are we using the gender notion?
- Isn’t grammar one way of imposing a differentiation, and indeed a hierarchy of genders which has nothing to do with the language but is rather a reflection of the organisation of society?
- The paper will conclude with considerations about the ongoing feminisation of professional titles in French; another area that has lead to some amounts of ridicule.....

This paper will enable us to look at teaching gender as a 3 dimensional issue; the linguistic, the social and the political dimensions.
Culture is defined as “the learned and shared values, beliefs and behaviors of a group of interacting people”. Geertz (1973) defined it as ‘the fabric of meaning in terms of which human beings interpret their experience and guide their action’ (Geertz, 1973, p. 83). Intercultural competence can be defined as “a complex set of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini; 2006). Culture is learned through interaction, and shared by the people interacting.

At the contemporary time, it’s very vital to understand other people’s cultures and relate to them in an appropriate way. Many people in Uganda stick to their own cultures and believe that their cultures are the best and devalue other cultures. Yet, the world is now a global village which calls for direct interactions amongst people from different corners on the globe. A graduate from university should for example be able to handle appropriately and satisfactorily clients from different parts of the world considering their different cultural backgrounds.
Title: Translation and Interpretation of Foreign Languages: An endangered profession? The case of French

Ms. Edith Kalanzi, Bilingual Professional in the field of Education, Translation & Interpretation, holds a Maîtrise de Français Langue Etrangère and a Licence ès Lettres from Université Paris X Nanterre, a Bachelor of Arts/Diploma in Education from Makerere University Kampala, and has worked with the former Secretary General of the United Nations in Paris, France.

Communication between people from different origins, particularly in today’s global village, makes translation and interpretation of languages indispensable for mutual understanding. Although the terms Translation and Interpretation are interrelated, their linguistic usage differs, depending on whether you are talking to a language scholar or to an ordinary person. Simply put, Translation requires reading a text and conveying its meaning in writing. Interpretation, however, requires one to hear, understand and simultaneously or consecutively provide its meaning in near real-time. Given the vastness of the subject, we shall mainly focus on the translation profession with particular emphasis on the French language.

It has been speculated that among the professions at risk of extinction falls the translation profession. And so we ask: Do automated translation tools, rampant on the Internet, and interpretation machines on the market make the future of translation and interpretation obsolete? How far can the human brain be replaced by the emerging technologies? What is the worth of automated translations? The author of Un monde sans interprètes (Le Monde, 18/3/2010) reflects on why the younger generation might in the future shun language translators or interpreters of German, Italian, Dutch, and especially English. Why? And is this reversible?

Research has proved nonetheless that as ‘intelligent’ as the computer might be, it still cannot replace the human brain which collects, deciphers, filters and produces significant understandable language among the world population. In order for this profession to survive and remain relevant, however, Translation and Interpretation experts need to change their mindset. They should be willing to turn digital by embracing new technologies instead of shying away from them. It is only then that we can enjoy a profitable harmonization of both human intellect and emerging language translation and interpretation devices.

Keywords: Translation and Interpretation, automated translation devices
Title: Tracing fidelity to the discursive field and idiomatic accuracy in Translation: A Transcultural Perspective

Natukunda-Togboa Edith Ruth R. (Dr.)

Dr. Natukunda is a Senior Lecturer in French Studies, Head of Department of European & Oriental Languages (DEOL) Makerere University and a senior language consultant in editing, translation and interpretation. Her research areas of interest include Gender and Development, Peace and conflict, critical discourse analysis, Translation and Interpretation.

The concept of “discursive fields” is used to conceptualize an aspect of the context in which discourse and meaning-making processes, such as tone, framing and narration, are generally embedded. In translation, a discursive field encompasses cultural materials (e.g., beliefs, values, ideologies, myths) of potential relevance and various sets of actors (e.g., targeted authorities, social control agents, civil groups, media) whose interests are aligned, differentially, with the issues or events in question, and who thus have a stake in how those events and issues are framed or narrated or translated.

In addition, translating culture-specific concepts (CSCs) in general and idioms in particular is a very challenging task to be performed by a translator. In other words, CSCs are potential problems for the translation process due to the fact that they have particular connotations and implications in the source language (SL) and the foreign culture (FC) but not necessarily in the target language (TL) and culture.

By looking at the English and Runyankore translations of the text “Tukutendeze Yesu”, a historical Luganda composition that has evangelical idioms and the paper analyses the translator’s fidelity to the discursive field from the perspective of several cultures. It measures the accuracy of the idioms translated and whether the translators managed to incorporate strategies that balance culture and eliminates bias.

Key words: accuracy, discursive field, fidelity, idioms, transcultural, framing, culture specific concepts, and culture balancing.
Conflict is any type of verbal or nonverbal opposition ranging from disagreements to disputes in social interaction. It is an integral part of interactive discourse, for example in negotiations, meetings, arguments, or storytelling, and it is fundamentally realized through language. A thorough understanding of conflict therefore needs to be anchored in the analysis of interactive discourse since language is a major component of the cause, course, end, and/or continuity of conflict.

Conflict is a distinctive component of the text, plot, characterization, themes, and other literary as well as linguistic aspects of the novel Animal Farm. These various forms of conflict were initially conceived and discursively expressed in English by the author of the novel. The translations into German and Luganda ought to reflect them. This paper will demonstrate whether the meaning, stance, as well as the textual rendering of the notion of conflict are maintained in the German and Luganda translations. It does not seek to provide a set of instructions for producing the ultimate translation, but rather to understand the internal and external structures operating within and around the translations.

Although this paper will be guided by principles of Critical Discourse Analysis, it will specifically invoke the Evaluation and Appraisal theory.

Key words: Language, Translation, Conflict, Discourse Analysis
Title: Authenticity of translated texts; the case of Ebikemo by’ Owoluganda Yero (The Trials of Brother Jero by Wole Soyinka), Omugole (The Bride by Austin Bukenya) and Nantameigwa (Antigone by Sophocles).

Cornelius Wambi Gulere: Executive Director of an educational not-for profit Gulere Foundation. His research interests include Documentation of oral Performance, Research on the ‘short fixed form’ of Oral Literature, Riddle performance, Gerontology (in Sociology), History of Humanities and Communication. Email: gulerefoundation@gmail.com.

The paper studies three Lusoga language texts that originate from three schools of translation: 1) literal translation– Ebikemo by’ Owoluganda Yero (The Trials of Brother Jero by Wole Soyinka) 2) partial translation- Omugole (The Bride by Austin Bukenya) 3) total translation– Nantameigwa (Antigone by Sophocles). The problem being investigated is why and how translations and interpretations that gloss on the literal meaning rather than the message communicate more the source culture than the intended message. And, while learning of the target language may be aided, the central message remains partly decoded and blurred. This present study concludes that total translation is the most suitable method of translating and interpreting of foreign languages because it renders the text fully accessible to the target linguistic community. By total translation this study includes replacing names of people, things and places, key events, actions and settings to match with the target community. It sustains the unity and creativity of the original text in the target language instead of detaching meaning and language. For example, in Nantameigwa, all names are localized basing on meaning in the source Greek language. This makes the play natural and meaningful in the Lusoga language unlike “Ebikemo by’ Owoluganda Yero” that maintains West African names, scenes and expressions; and “Omugole” where only names are changed leaving the events intact and yet foreign to Busoga culture. For the audience to fully appreciate “Omugole,” they need to depart from their known present to a past they have never known which blurs the message. Unlike “Ebikemoby’ Owoluganda Yero” which could pass as a foreign culture within Busoga, “Omugole” does not because initiation and marriage are at the core of the play and need to be seen as authentic through total translation and interpretation of the source text.

Key words: literal translation, partial translations, total translations, Lusoga language, authenticity, culture, communicate.
Since publication in 1945, the novel *Animal Farm*, by British author George Orwell, has enjoyed global acclaim as a satire of greed and selfish manipulation, in revolutionary politics, thus its translation in several world languages. This study contrasts approaches and challenges of rendering aspects of culture in two translations of *Animal Farm*; the French *La Ferme des animaux* (1981) by J. Quéval and the Luganda *Amaka ga Bawansolo* (1988) C. Kalinda. The methods and procedures variably adopted by the translators reflect a central concern with the width of the cultural gap between the source and target languages—neighbourly French against faraway Luganda.

For a ‘next door’ French public, the translator both endeavours to retain some ‘Englishness’ of the original, and to produce a culturally equivalent French text. Messrs Jones, Pilkington and Frederick keep the ‘Mr’, while ‘England’ is called ‘Angleterre.’ The animals mostly take typical French animal-names; ‘Malabar’ for the horse ‘Boxer’, ‘Filou, Fleur and Constance’ for the dogs ‘Bluebell, Jessie and Pitcher’, and the pig ‘Snowball’ directly renamed ‘Boule de neige’.

The ‘distant’ Luganda translation is somewhat an adaptation, drawing on the locally familiar to enhance target language readability. The Luganda is blind to textual awareness of cultural connotation in names, and therefore settles for pronounceable corruptions. Cultural proximity affords the French direct transfer of common social culture, with simple modulation, where referents are recognisable despite difference in worldview.

The Luganda translation, in an effort to conform to Ganda orality in narration and literary norm, abounds in ‘munange (s)’ (my dear one), where narrator calls for reader’s/listener’s involvement in the unfolding tale, as well as proverbs and similes, to condition transfer of meaning. Here the word is re-worked, leaving the link to the source text only situational. The animals’ lamenting the sale of Clover’s foals in painted in the proverb ‘Olukula;…(The old animal that ends up suckling its very children), for the phrase ‘support and pleasure of your old age’, that the French freely modulates into ‘la consolation de tes vieux jours.’

Justifications are debatable and defensible, when translations, such as the above two, strive to achieve readability through making significant allowance to target language natural usage.
Assoc. Prof. Aaron Mushengyezi holds a PhD from the University of Connecticut in the USA and is currently the Dean School of Languages, Literature and Communication in the College of Humanities, Makerere University. Aaron Mushengyezi is the author of Twentieth Century Literary Theory (2003) and he has co-edited Africa in World Affairs: Challenges to Humanities (2004). He has written several scholarly articles and essays on African oral media (indigenous communication), African cinema, orality and literacy, and on children’s literature, which have been published in journals and books such as Journal of African Cultural Studies, Journal of African Cinema, Africa Today, and Africa: Communication Challenges in the 21st Century. His latest book, Oral Literature for Children: Rethinking Orality, Literacy, Performance, and Documentation Practices (2013), was published by Rodopi (Amsterdam & New York).

In this paper, I analyse the impact of two bilingual book projects that I coordinated from 2008 to 2013, which have attempted to promote literacy skills among children in the districts of Gulu, Lira, Alebtong and Iganga. The first project, “Development Partnerships in Higher Education” (DelPHE), was funded by the Department for International Development (DFID) while the second one, “Literacy in Primary Schools” (LIPS), was funded by British Council Uganda. The projects demonstrated the ways in which using a combination of foreign languages and indigenous Ugandan language texts can offer a more beneficial multi-pronged approach in promoting literacy skills among young learners both at home and in the school culture today.

The study relies mainly on analysis of primary documents including project reports, documentaries, bilingual readers, and traditional oral literature materials for children which I have documented, and it also cites views of project beneficiaries such as Primary school children, teachers, head teachers, and District education officials. The paper observes that promotion of literacy in schools in Uganda requires a concerted effort involving documenting learning materials for children both in local and foreign languages, especially since the current thematic curriculum for Primary schools emphasizes this bilingual approach to classroom instruction for children.

Key words: literacy, bilingual books, thematic curriculum, oral culture.
Arabic language ranks number six among the largest languages spoken by the majority of the people in the world. It is spoken by Arab people in Africa whose mother tongue is Arabic following the three main religions namely: Judaism, Christianity and Islam. It is used in the conference of the African countries’ union. Arabic language has been classed as one of the African languages by the western linguists, top of them Monnichof and westerman (German) and J. Greenberg (an American linguist). This Arabic language is related to a number of African languages. After the wide spread of Islam in Africa, there emerged a number of Islamic states in Africa with Arabic language being the official one. This led to the emergence of seven Arabic countries, Egypt and others. Quranic schools and Arabic and Islamic Institutions and even Universities were established such as Azhar University and others. This led to the publication of books and manuscripts in Arabic by a number of African scholars who mastered Arabic language, and there stood Azhar University as the main institution for studying Arabic Language up to date. About thirty African Languages were written in Arabic letters such as Hausa, Wolof, Amhara and others. Culture and customs of many African Muslims were affected by and Islamic culture in terms of marriage, receiving a new child and many festivals.
Prof. Oswald K. Ndoleriere is a Ugandan national, a professor of Linguistics at Makerere University, Kampala, Uganda. He is the former Dean of the Faculty of Arts, former Principal of the College of Humanities and Social Sciences and currently Director of the Confucius Institute at the same university. He obtained my bachelors degree, Masters and PhD from the University of Sorbonne Nouvelle, Paris, France.

French is a Romance language and English a Germanic language both belonging to the Indo-European language family, while Runyoro-Rutooro belongs to the Bantu group of the Niger Congo family.

The number of consonants in the three languages is relatively equal and there might be few problems when the native speaker of one of the languages pronounces them in any of the other two languages. The English voiced and unvoiced dental fricatives (as in thing and this) sometimes create problems for both French and Runyoro-Rutooro speakers. The palato-alveolar (as in mirage), very common in French and also existing in English could, be a problem for a Runyoro-Rutooro speaker.

It is in the area of vowels, however, where the situation becomes complex. To begin with, one notes that French, and even more so English, have a much higher number of vowels than Runyoro-Rutooro. Although, like English, Runyoro-Rutooro has a small number of diphthongs, English has many more of these and they exist in environments which are not easy to predict by a non-native speaker of English. French on its part has no diphthongs but they have some tense vowels (as in pu and qui) which could be a headache for a non-native speaker.

At the end of this study, one should be in a position to tell which one of the two languages, English or French, is easier to pronounce for a Runyoro-Rutooro speaker.
Title: Using foreign-local languages: An examination of the effects of using non-native languages in the promotion of development in a multi-lingual country, the case of Zimbabwe.

Associate Professor Chipo Chirimuuta is Chairperson of the Department of Media and Journalism Studies, Zimbabwe Open University. Her research interests are in Indigenous Knowledge Systems, Gender Studies and African Literature. Chipo is a seasoned researcher who has published a number of articles in refereed journals, book chapters and books; and has also presented international conference papers.

And Assoc. Prof Enna Gudhlanga: Lecturer and National Programme Leader, Department of Languages and Media Studies, Zimbabwe Open University (ZOU), P.O. Box MP1119, Harare.

Zimbabwe being a multilingual country has for a long time, prior to the 2013 Constitution, been made to consider English as the official language whilst Shona and Ndebele were national languages with restricted official use. This implied that all the other people who were not part of the three ethnic categories of Shona, Ndebele and English had to study and make use of foreign languages for their daily activities. It is against this background that this paper attempts to ascertain the effects of using these “foreign” languages to the development of the Zimbabwean nation. It tries to find out what and how much Zimbabwe has sacrificed as well as lost as a result of using three languages which could have been foreign to a large fraction of the populace. For carrying out this survey, the descriptive survey will be utilised. Interviews will be carried out with language specialists, language teachers as well as other people who are interested in the promotion and safeguarding of local languages in Zimbabwe to find out their opinions about the effects of the use of these “foreign languages” towards the development of Zimbabwe. Conclusions will be arrived at from the trends that will emerge from the collected information. It is hoped that the conclusions and recommendations that will be arrived at by the research will go a long way into enhancing the implementation of the new constitution which has now come to recognise 16, instead of the previous three local languages as official languages for conducting business.
Prof Elly Wesana-Chomi is a professor of linguistics & Director, Graduate Studies. Affiliation: Institute of Languages Kabale University, Uganda. He holds a PhD in Linguistics (University of York), B.A Hons (MAK). He was formerly a professor in Linguistics Makerere University. Contact e-mail: wesanachomie@gmail.com

Today African countries are politically liberated, but they are still culturally enslaved due to European linguistic imperialism. Linguistic imperialism in Africa is anchored in the myth that foreign languages possess peculiar properties which qualify them for a dominant role in the life of a modern African. Since the tolerance of linguistic imperialism in Africa derives from a variety of arguments, the case for and against it are examined. In the course of doing so, several theses are developed: One, with continued tolerance of foreign languages in formal education, Africa faces a crisis of cultural identity. Two, although the question of language choice in formal education is a crucial one, the promotion and protection of Africa’s cultural values and identity demands that no foreign language should be a candidate for this choice because that inevitably perpetuates linguistic imperialism. Three, the dilemma facing Africa’s educational policy makers should be viewed neither as a choice between European and African languages nor as a choice between promoting African cultural values on the one hand and promoting the now global culture of science and technology on the other. Rather this is a question of which African languages should be used to promote African cultural identity without necessarily sacrificing scientific and technological development. Four, Linguistic imperialism undermines Africa’s political independence and the ability to build strong democracies necessary for development. Five, it follows from this that Africa’s political independence will remain largely a hollow achievement without the necessary ability to use African languages in formal education, which is the only measure guaranteed for the retrieval and preservation of African cultures. Lastly, Education for African cultural liberation calls for language policies which aim at progressive elimination of European linguistic imperialism from the curricula. The paper concludes with tentative proposals for fighting linguistic imperialism.
Title: An Overview of Diplomas in French Language according to the Language Policy of the Council of Europe

MARIE MOULY: A trainer in French with skills in teaching French as a second language to adults and training of test examiners at all levels of the Council of Europe Common European Framework. Extensive knowledge of the French syllabus and of the interacting approach of French as a foreign language teaching through tasks, French for specific purposes and as a second language. Examiner for DELF, DALF, TCF and DFP, CIEP and CCIP exams. Has also taught European studies. International experience of living in seven different countries (France, Ivory Coast, England, Singapore, Argentina, Algeria & Russia)

Diplôme d’Etude en Langue Francaise (DALF) and Diplôme Approfondi de Langue Française (DALF) have been consistent with the Common European Framework of Reference for Languages since 1 September 2005. DELF and DALF are official qualifications awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. DELF and DALF are composed of 6 independent diplomas that correspond to the levels of the Common European Framework of Reference for Languages. There is also a specially adapted version of the DELF diplomas for teenagers. The examinations can be taken in 900 approved examination centres in 154 countries, including France.

The DELF and DALF qualifications are consistent with international standards for test development, the Common European Framework of Reference for Languages. The DELF and DALF qualifications are under the authority of the Commission Nationale du DELF et du DALF [National Commission for DELF and DALF] whose headquarters are at the (CIEP) Centre International d’Etudes Pedagogiques.

The CIEP national public institute, is a key public operator under the auspices of the Ministry of Education, Higher Education and Research. It is in addition the main operating partner of the Ministry of Foreign Affairs and International Development. More than 1,000 test centers in 167 countries, projects in over 50 countries, language assistants from 51 countries, expert missions in 85 countries.

The 6 diplomas that make up DELF and DALF are completely independent (A1 to C2). This means that candidates can register for the examination of their choice, according to their level. At each level, 4 skills are evaluated: listening, speaking, reading and writing. These standards in descriptors of skills help the teachers to elaborate the programmes, help the students to plan their curriculum and all of us to communicate in the same language for language assessment.
Dr Fredah Katushemereirwe is an academic with a Bachelor of Arts (Arts) degree, a Master of Science (Information Science) a Post-graduate Diploma in Computer Science and a PhD in Language Technology from the University of Groningen, The Netherlands. Her research interests are in Computational Morphology, Corpus Linguistics, Knowledge Localisation and Computer Assisted Language Learning.

Fridah is a Lecturer in the department of Linguistics, English Language Studies and Communication Skills. She is able to work and carry out research on own initiative and as part of a team. She is able to analyse issues keenly using acquired analytical skills, but most importantly, she is dedicated to maintaining quality and academic excellence.

**Title:** Information Communication Technology (ICT) in the teaching and learning of foreign languages in Uganda: Situation analysis in higher institutions of learning

Fridah Katushemererwe Contacts :  [katu@chuss.mak.ac.ug](mailto:katu@chuss.mak.ac.ug)

Department of Linguistics, English Language Studies and Communication Skills, Makerere University

The debate on integrating ICT in language teaching and learning is ongoing. It has been confirmed though that ICT presents a powerful learning environment for learners in and outside classroom. Therefore, there is no doubt that the use of ICT has positive effects on foreign language teaching and learning. However, integration and usage levels vary from context to context, and that is where the knowledge gap exists. This paper discusses the situation, prospects and challenges of using ICT in the teaching and learning of foreign languages with special focus on high institutions in Uganda. Specifically, the paper assesses the current situation of ICT use in the teaching and learning of foreign languages in Uganda; discusses the opportunities of exploiting the available state of the art technologies to teach foreign languages in Uganda, and presents the challenges of using ICTs in foreign language learning in a Ugandan context. There is no evidence in literature that knowledge of ICT usage in language teaching and learning is available, so the paper closes the gap. The paper draws evidence from literature and the field.
Title: Integration of internet based materials in foreign language teaching at tertiary level.

Ebraheem Ssali is a Ph. D Candidate, (Religious/Arabic Studies IUIU/ International University of Africa – Khartoum), M.A. Religious/Arabic studies, B.A. (Arabic), Dip in American Civilisation, Postgraduate Diploma in Education (MAK). Assistant Lecturer Subject of Arabic/Translator/Interpreter. Secretary General, Union of Muslim Councils’ for East, Central and Southern Africa. Research Interest: Documentation of ancient scripts on African culture in Arabic transcription.

There is no doubt that internet has become one of the most important and indispensable source of information in any academic field including the foreign language teaching at different levels of learning. Indeed there are thousands and thousands of sites with materials for different languages. These sites and links can be very resourceful in enriching and enhancing the process of foreign language learning and teaching at tertiary level. However, there is a very big challenge of how to choose the most effective ones and the best approaches that can yield the desired results basing on numerous researches carried out in this field.

In this paper, the presenter intends to explore how best can these materials be used in improving the teaching and learning, given the fact that many foreign languages teachers, instructors and lecturers, plus the learners are still heavily relying on the traditional sources. Also the presenter will try to give tips and guidelines on how to determine and choose the best sites and links, considering the fact that there are thousands, and thousands of them on the internet.

In doing this, the presenter will define the internet based materials in the context of the conference theme. Then he will go ahead to outline the most common ones in addition to classifying them in respect of the most common taught foreign languages in the different Universities here in the region, and lastly give guidance on how they can be effectively utilized pedagogically.
Ms Harriet Namukwaya is a Ph.D Candidate University of Alberta, Canada; M.A (French Applied Linguistics) University of Alberta, Canada M.A (Language Science-French as a foreign language), B.A (Language Science- French as a foreign language) University of Rouen, France. B.A (French Major) Makerere University. Assistant Lecturer, French, Department of European and Oriental Languages, Makerere University. Her Research interests: Foreign/Second Language Acquisition, translation, French linguistics, Intercultural communication and discourse analysis.

One of the main objectives within the area of Foreign Language Teaching (FLT) is for the language learner to develop communicative competence through, among other means, working with different text types in and outside the language class. There are as many types of texts as there are methods of working with them. The value attached to a text may be determined by a number of factors: e.g. what the teacher wants to achieve with the help of the text, what the language learners know and expect from the text being used, the topics which dominate the academic, social-cultural and political context within which the teacher and the learner operate, the dominant mode of learning and teaching in class as well as the texts selected for particular purposes. The purpose of this paper is therefore to demonstrate how different factors determine the value of texts in a foreign language class. The paper bases the discussion on the assumption that the value attached to a particular text is, first and foremost, dependent on the way texts are used to teach specific language skills or competences. The study will mainly focus on the teaching and learning of French at Makerere University. The outcome of this study is expected to contribute to the understanding of the usefulness of texts in foreign language teaching and learning.

Key terms: Text, text types, text value, foreign language, foreign language teaching, language competence.
Dr. William Wagaba is a lecturer for German as foreign at the Makerere University and conducts the German department. He finished his Master Degree at the University of Hiedelberg (German as foreign language philology). He made his PHD at the University of Bayreuth, Germany. He is currently lecturer in German Studies, DEOL, Makerere University. Area of Publications: Text Analysis and Application in Foreign Language Teaching, Language for Special Purposes, Language and Employability.

The Ugandan society is evolving from an agricultural to a knowledge and information society, especially in urbanised areas. Knowledge is critical to all forms of social interaction specifically in foreign language classes. It is essential that the importance and changing nature of knowledge be understood in the different contexts, and that language teaching, learning and the transfer of knowledge be optimised and adapted to the needs of the language learners. The paper aims at discussing roles texts can play in empowering language learners to engage in intercultural dialogue on different issues in the exchange and transfer of local and global knowledge. Hardly any study has so far been undertaken to assess views of learners of German in the Ugandan context in relation to what they specifically learn about Germany or Europe alongside learning German. The emphasis in Ugandan foreign language classes tends to lay much more on examinable language skills and far much less on evaluations of the kind of knowledge transferred as learners learn a language. The discussion in the paper is based on the premise that language is power and is about power. Language can be used as an instrument of power, fear, isolation, discrimination and exclusion. Language can also be used as an instrument of facilitation, inclusion and participation to empower and inform language learners on local and global issues.

Key words: Language, information society, knowledge transfer, intercultural dialogue, local and global issues, language learners, empowerment
Title: Language influence in society

Musumba Samuel Paul Makanda holds a Masters of Education in French language Rouen France, Bachelors of Education Makerere University, Post graduate Diploma in French language pedagogy(DUEF) Clermont-Ferrand France, Advanced Diploma in French language(DALF), CAVILM, France Diploma in Education Makerere University. Has been a part time Lecturer in Nkumba University, Asst lecturer in Kyambogo University and Asst lecturer in Makerere University. He teaches French at Kings College Buddo. Research Interests: Music means of teaching French as a Foreign language, Growth and evolution of Languages, Structure of languages.

In the Oxford Student’s Dictionary, Language is defined as being the system of Human communication of knowledge, ideas, feelings etc using sounds and words. In the Illustrated Petit Larousse, it is defined as a system of verbal signs pertaining to a particular community of individuals who use it to communicate among themselves.

Human beings are said to be the only animals that completely depend on each other. For this reason, language is probably the most indispensable tool that man possesses for survival. A language possesses unique powers that are silently, indispensably present in whatever we do; when we think, we think in a given language, when we have to do something with others, our interaction and cooperation are effected thanks to a language. Language can be used to build, but can also be used to destroy. Negative and positive stereotypes as well as facts about languages have caused people to cooperate or not to cooperate with other people.

In An Introduction to Language by Tony- Lee Capossela, “Language and Society live together on a two way street. Language both shapes the society and is shaped by it”

Key words: Depend, indispensable, tool, survival, powers, interaction, build, destroy
First Author, **Yap Lian Chee (Sandra)** is from Malaysia and born in December, 1987. She was graduated from University of Malaya in 2011 with Bachelor degree (Hons) Languages and Linguistics. Throughout the years, she has been working with customer and marketing field related jobs. Currently, she is pursuing for further study in Chulalongkorn University under CU-ASEAN scholarship as a full time Master student in Southeast Asian Studies. Besides of being student, she is also actively involved and interested in teaching languages to foreign learners from various group of age and background in Thailand.

Today, regardless of Chinese cuisine, Korean pop stars, Japanese comic and anime costume player events¹, which they are popular and more highly recognized by Thai people than Western culture except English and Christmas day. Thai People can easily name a few Chinese, Korean and Japanese words such as Kimchi, Konnichiwa, ni-hao-ma? This reflects the spread of foreign culture in Thai society as a part of their global adaptation. Concerning the choice of foreign subjects among Thai students, in 2009, Chinese and Japanese languages were placed at the top ranking numbers of A- NET (Thailand Advanced National Educational Test)² candidates among high school students.³ Besides, on 5 December 2012, along with the Korean wave and world hits music video, Gangnam style swept into Thailand. The country has been placed the second highest view of the Korean video after America.⁴

A question falls on the trend of Western foreign language in Thailand since the eastern culture and language have been flooded in Thai society? In response to this, this paper will take German language as a case study in order to measure the public interest towards the German language and culture among the young adults. The aim of this paper is to find out Thai students’ perspectives on their choice of German as a foreign language subject, the image of Germany, German culture and language and their opinion of pronouncing particular phonemes that do not exist in Thai.

¹ Anime costume player event refers to the combination of animation world and reality, which comic fans dress up and act similarly to the character and outlook as the chosen comic character.  
² A-NET is a national standard exam used for university admission.  
Languages are foreign depending on where one stands. For an Englishman, French is foreign. For a Frenchman, English is foreign. For me, a Ugandan, any other language originating from outside Uganda is foreign and, indeed, my language, Runyankole, is foreign to other nationalities. But, generally, it is considered that foreign languages are European languages and mainly French and English and even for those who are more enlightened, they add on a few more languages like Chinese, Japanese, Spanish and so on, this is partly because of the spread and application of such languages. This means that the more a language is widely used, the more it is considered as being international and may, therefore, be referred to as foreign. Not many people out there would refer to Runyankole or Luganda as foreign in this sense but Swahili may stand a chance of being considered as foreign.

As I grew up, foreign languages were, in my view, French and German because when I was in Secondary School I learnt French as a foreign language and when I was at University, we had free language classes in German and I had colleagues who were doing German as a foreign language within their course at Campus. But, as I entered working life I discovered that there were more foreign languages that were also as useful as English, French and German that I knew about. While in the Foreign Service of Uganda I noted that the United Nations had 6 official working languages, namely: Chinese; English; French; Russian and Spanish. And, when I joined the service of the African Union Commission, I found that the African Union has four official working languages, which are : English, French, Arabic and Portuguese.

In fact, nowadays, joining the foreign service or international organisations calls for knowledge of one of the foreign languages as this is considered an added advantage. This stresses the importance of foreign languages in international business and by business we intend to refer to diplomatic, commercial and even political relations let alone social relations conducted amongst people of different nationalities and, therefore, communicating by use of any of those foreign languages which I would rather call international languages.
Regional Integration or Disintegration: Foreign Languages, Conflict And Globalization

Banzi Phillipe is a Researcher Associate at AIK (Association ISOKO KIVU) working on understanding conflicts in North Kivu. His research centers on conflict analysis and Peace building. Has contributed to book chapter published by AIK; currently finalizing a book, title: “La Guerre comme spectacle”.

The paper sets to establish the relationship between foreign language and the integration phenomena and, on the other side between language and conflict using the Globalization and communication theories. During the era of Globalization, people move across borders and they move with their cultures, ideas, and they need their language to interact with the host community. So the language cannot be contained in geographical boundaries. The motivating research questions are: what is the place of a foreign language in the current human communication compared to other dimensions of Globalization? Why to learn a foreign language in this era? What to learn in a foreign language? Is it just passive vocabularies? For fun or for prestige, to attract others, to move out and around the world, and to discover? What are the positive and negative sides of learning a foreign language as a channel of communication? What is the correlation between language and conflict? Specifically: how can a language promote closeness and on the other hand, how does it amount to conflict? The study will conclude that the current trends put more emphasis on political and economic aspects at the expenses of the language that should instead be promoted as the link between various actors within the social-economic and political settings. The study will establish that though there is a close relationship between language and others aspects, the language as an important dimension has been forgotten in teaching curricula. Possible solutions include the review of curricula and the review of the current political trend for effective linguistic integration. That is when foreign languages will really respond to the regional and international integration, bringing the north to the south and vice versa.

Keywords: Language, communication, globalization, integration, disintegration, conflict.
Abstract: The Translation of Foreign Languages - Removing Language Barriers To Promote Regional Cooperation And Understanding

Dr. Enoch Sebuyungo holds a B.A., a Post Graduate Diploma in Education and an M.A. from Makerere University. He also obtained an M.A.(Linguistics) from the Université de Rouen as well as a Ph.D (Linguistics) from the Université de Poitiers, both in France. In addition to teaching French and Linguistics, Dr Sebuyungo has research interests in language translation and foreign language teaching/learning.

Regional Cooperation is essential between Uganda and her neighbours in order to promote peace, foster communication and inspire development that is beneficial to the people of the Great Lakes region. This need is more keenly felt in cases where Uganda’s neighbours use official languages other than English. A case in point is the Democratic Republic of Congo, which borders Uganda to the west. It is imperative to find language equivalences in two different administrative frameworks. Some of Uganda’s other neighbours have their official documents written in French. This includes Burundi and, to a much lesser extent, Rwanda. Translation plays a great role in breaking language barriers and ensuring communication and mutual understanding. This paper seeks to address the bottlenecks of linguistic translation traffic moving from French (source language) to English (target language) with a special focus on administrative documents. These include commercial transactions, business correspondence and academic documents originating from Uganda’s neighbours like the D.R.C., Rwanda and another E. African neighbours like Burundi. This study proposes to investigate pitfalls in the technical translating of foreign documents into English for a Ugandan audience and proposes solutions to these challenges within the framework of a sociolinguistic approach to language translation.

This paper highlights challenges in transferring ideas and concepts from an African francophone world into an African anglophone world. Translation theory and research is awash with Eurocentric examples. African examples can provide an interesting cultural angle to translation problems. Interesting insights are shared in this paper in a bid to inform translation theory and aid translators to improve effectiveness in communicating to their target audiences. The study methodology consisted of a corpus analysis of 30 translated texts. The paper highlights the fact that translation operations need not rely solely on linguistic translation methods and tools but also socio-cultural approaches in order to transfer meaning.

Key words: language translation, sociolinguistic approach, translation theory, source language, target language, technical translating.
Ms Sarah Growas is a specialist in Digital Technologies, in charge of coordinating the Digital Projects of the Alliance Française of Paris & Ile-de France. She has professional experience in the design of pedagogical multimedia platforms for teaching French as a Foreign Language, design of online modules for French and cultural cooperation. She is a trainer in the use of ICT for language teaching and is a teacher of French as a Foreign Language in multilingual contexts.
Conference Organising Committee Members

**Chairperson:** Dr. Edith Natukunda Togboa

**Vice Chair:** Dr. William Wagaba

**Members:**

Mrs. Sarah Kawongezi
Ms. Agatha Tumwine Magezi
Mr. Samuel Wandera
Dr. Idriss M. Osman
Dr. Muhamed Idriss
Mr. Ebraheem Ssali
Dr. Enoch Ssebuyongo
Prof. Osward Ndoleriire
Mrs. Magret Nanfuka Mbalule
Mr. Eric Lubega
Ms. Marion Alina
Ms. Hasfa Kabeja
Mr. Mucunguzi J.
Mr. Andrew Odoch
Mr. Harold Mukuru
Mr. Opio Edgar
Ms. Nancy Cirino J. A.
Ms. Doreen Mirembe
Be Professional, speak French

DELF Pro belongs to the wide range of Diplomas offered by the French Ministry of Education. Harmonised on the Common European Framework of References for Languages (CECRL), these diplomas are internationally recognised.

Each diploma assesses the oral and written comprehension, the written and the oral interaction.

DELF Pro assesses the common communication skills in professional daily life situations.

Therefore the topics of assessment, the vocabulary, and the sentences are all related to one’s professional fields.

Corresponding to the 4 first levels of the Common European Framework of Reference for Languages (CECRL), the four diplomas are independent from one another.

On these diplomas DELF Pro A1, A2, B1 or B2 is clearly mentioned “Option professionnelle”.

<table>
<thead>
<tr>
<th>CECRL</th>
<th>PROFESSIONAL DELF</th>
<th>CAPACITIES</th>
<th>USER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>DELF Pro A1</td>
<td>Integrate a professional french environment</td>
<td>Elementary</td>
</tr>
<tr>
<td>A2</td>
<td>DELF Pro A2</td>
<td>Execute professional tasks in French</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>DELF Pro B1</td>
<td>To be implicated in professional tasks in French</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>DELF Pro B2</td>
<td>Coordinate professional project in French</td>
<td>Independent</td>
</tr>
</tbody>
</table>

At the individual level, better skills and knowledge are the best guarantee for successful transitions into work and during a long working life.

Alliance Francaise de Kampala, Plot 6, Mackinnon Road, Nakasero
Tel: +256 414 34 44 90 Email: info@afkampala.org or school@afkampala.org
As we move forward into the 21st Century, it is essential that we are able to communicate effectively in more than one language. Not only should we be able to speak, listen, read and write other languages, but we should also have a good understanding of cultural context in which the languages are spoken.

The Department of European Oriental Languages (DEOL) offers French, German, Spanish, Arabic and Chinese as University degree courses. It also offers short course certificate training in, in Spanish, French, German, Spanish, Arabic, Japanese and Korean. We provide a variety of services like international and simultaneous conference interpretation, consultancy in translation, branding, editing, and intercultural orientation.

DEOL also invites you to its French For Fun Holiday Camp which is organized in August annually to develop secondary students’ communicative confidence, as well as skills in Oral French and creative writing. By accompanying students in French through innovative pedagogy, DEOL is extending its outreach activities to a wider audience of foreign language learners. This can include you!

Come and be part of this multicultural experiential learning in DEOL!
“Foreign Languages: Lesson from the Past, Innovations for the Future”

CENTRE FOR LANGUAGE AND COMMUNICATION SERVICES (C.L.C.S)

Our Mission:
To remove language barriers so as to promote national and international development.

COURSE LEVELS: BEGINNERS, INTERMEDIATES, ADVANCED

Foreign Languages
- English
- Spanish
- French
- Arabic
- German
- Italian
- Chinese
- Japanese

Local Languages
- Luganda
- Runyankore-Rukiga
- Runyoro-Rutooro
- Luo
- Ateso
- Kiswahili
- Lumasaba
& others

We Offer

- Short certificate courses in English, French and other Languages.
- Services in translation, interpretation, editing and proofreading.
- Communication skills for enhanced listening, speaking, reading and writing capability.
- English proficiency tests for admission to international universities.

P.O.Box 7062, Kampala, Uganda
Tel: +256 414 530106, +256 756 424428
Email: celacos@arts.mak.ac.ug
Website: http://clcs.mak.ac.ug
Innovation is our Passion. Every Challenge in our Community is an Opportunity to Exercise our Creativity.

Come join us as We Build for the Future

We have developed drought-resistant, high-yielding & pest-resistant crop varieties that fit African conditions.

In 2012, Our Students Designed a Mobile Phone App to Provide Effective & Affordable Antenatal Diagnosis for Expectant Mothers in Developing Countries.

Visit us: http://www.mak.ac.ug
www.facebook.com/Makerere twitter.com/makerereu www.gplus.to/makerere

Contact Us: pro@admin.mak.ac.ug